

Resource Teacher: Learning & Behaviour Service

10 February 2014

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From the Editor



Happy New Year to you all and warm greetings from the 7th Floor of the St Pauls Building overlooking the sparkling Wellington Harbour!

The beginning of a school year is a good time to reflect back, and also a time to dream of what could be in the future.

We've come a long way since the beginning of 2012 when the transformed RTLB service began. Clusters have stormed and formed, and RTLB across the country are focussed on quality, evidence based professional practice, largely un-distracted by governance and management roles.

We were rewarded for our efforts over the past two years with very positive results from our on-line service satisfaction survey - 84% satisfaction from over 1300 respondents! It was with real pleasure that I was able to report this to Minister Parata last month. You should take credit for the close relationships you have with your cluster schools, and for responding to their needs. The RTLB service is

their service, and your success depends on you being closely attuned to their needs.

The future lies ahead of us. I encourage you all to dream about how the RTLB service could look in the future and to share those aspirations whenever you meet together. When I dream, I see a highly professional, invigorated workforce targeting individual students as well as providing professional support to schools so that they are fully inclusive and able to meet diverse student needs. I also see the RTLB service becoming more closely linked with health and social sector initiatives to better support our most needy children, many of whom have special education needs.

*Ngā mihi
Anne*

Anne Tuffin, Project Manager, RTLB Transformation

For your calendars

Cluster Manager & Lead School Principal Forums 2014

- **Term 1:** Wed19 Feb (Lead School Principals only), Thu 20 Feb (CMs + Lead School Principals) and Fri 21 Feb (CMs only)
– **Focus on Secondary provision**
- **Term 2:** Thursday 15 May & Friday 16 May
- **Term 3:** Thursday 31 July & Friday 1 August (one day combined Lead School Principals and CMs)
- **Term 4:** Thursday 30 October & Friday 31 October



Cluster Self Review



We are currently trialling a process to support cluster self review. The process involves clusters seeking external reviewers from other clusters in different regions, much like a peer supervision process. My aim is for all clusters to take on this self and peer review as standard practice. We will be talking about the process at the February Cluster Forum.

Incredible Years Teachers Evaluation 2014

NZCER will be doing an evaluation of the Incredible Years Teacher programme in 2014. Cathy Wylie, Chief Researcher explains how this will be done in a short video.

Go to <http://rtlb.tki.org.nz/Professional-practice/PB4L/IYT-Evaluation-2014> in the Professional Practice section of the RTLB website to watch Cathy's video and find all the necessary forms and information sheets.



Group Leaders of IYT programme

This information is intended for Group Leaders of the Incredible Years Teachers programme.

Group Leaders will receive all the letters and surveys they require for their programmes by post, with the training materials. Surveys for the teachers come in two versions – one for Early Childhood Teachers and one for Primary School Teachers.

RTLB Practice

Continuing on from 2013, the Ministry is coordinating an Advisory Group of RTLB, Practice Leaders, Cluster Managers and the RTLB Association to rewrite the second (Practice) half of the *RTLB Toolkit*.

Resource Teacher
Learning & Behaviour
Service **TOOLKIT**



Clare Lawrence is leading this work, and is taking an active consultation approach. She will be seeking feedback from all clusters throughout the year. Clare will provide a brief update on this work in each newsletter this year.

Official Information Act



You are reminded that reports held by schools are subject to the Official Information Act, so if a member of the public or a parent asks a school for a copy of a cluster report then it would have to be provided unless there were grounds for withholding that report for example it contained personal information about a student or teacher.

Resources



Deter-Bullying Guidelines

There is still time to provide feedback on the draft PB4L document *Preventing and Responding to Bullying: A Guide for School*.

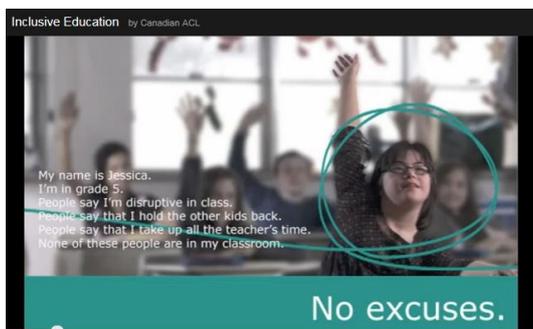
Send your feedback via email and/or survey monkey by going to this link: <http://pb4l.tki.org.nz/Deter-bullying>.

“At a Glance”

The PDF document of “*At a Glance*” *Information about the National RTLB service* is the Principals one pager about the service.

The document can be found on the TKI RTLB website: *The RTLB service*
<http://rtlb.tki.org.nz/About-RTLb-service/The-RTLb-service>.

Canadian Ads promoting Inclusive Education



Click on the following links to watch how Canadian ads are promoting Inclusive Education:

- http://www.youtube.com/watch?list=PL7365F7B3EE141439&v=G68R_nCuJTs
- <http://www.youtube.com/watch?v=NSnX9Jp7e8c>
- <http://www.youtube.com/watch?v=0w8edditOwl&list=PL7365F7B3EE141439>

Ministry of Education Library - selected highlights

EDUCATION LIBRARY

To request a copy of any of the items below, send an email to with the title of the article and your contact details to: education.library@minedu.govt.nz.

- **Title:** *Using graphic organizers to access the general curriculum at the secondary level.* **Authors:** Sally M. Barton-Arwood & M. Annette Little. **Article:** *Intervention in school and clinic* 49 (1), 2013, p. 6-13.
- **Title:** *What's app with that? Selecting educational apps for young children with disabilities.* **Author:** Cori M. More. **Article:** *Young exceptional children* 16 (2), 2013, p. 15-32.
- **Title:** *Leadership factors that influence the development of teacher practice.* **Authors:** Sylvia Robertson & Ross Notman. **Article:** *Journal of educational leadership, policy and practice* 28 (2), 2013, p. 57-68.
- **Title:** *Educational innovation, quality, and effects: an exploration of innovations and their effects in secondary education.* **Author:** Roelande H. Hofman et al. **Article:** *Educational policy* 27 (6), 2013, p. 843-866.
- **Title:** *Māori potential: barriers to creating culturally-responsive learning environments in Aotearoa/New Zealand: te timatanga o te ara, kei whea te ara?* **Author:** Lesleigh Henderson. **Article:** *Kairaranga* 14 (2), 2013, p. 10-16.